**C:\Users\nchakar.EIS\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YME96SGK\MC900384366[1].wmfCAT1 Assessment (Recycling Project)**

**Student name:**

**Level:**

You are working on the Recycling Project. You should have now finished one section, the Investigate Section. You are getting ready to hand the first part of your project in to your teacher. This document explains how you will be assessed and allows you to amend your documentation so you can get the highest mark possible. Remember you will also be marked on your attitude in the classroom.

1. **Investigation Section (6 marks)**

In this section you should have completed some investigation, described a problem, developed a design specification and created a test. ***URL*** *= website address*

**Have you…… finished the Initial Investigation?**

|  |  |
| --- | --- |
| included text from at least 10 different websites and include their URLs? |  |
| made sure that you have written the text in your own words (not copied and pasted)? |  |
| Included at least 6 images with their URLs? |  |
| included the website addresses of at least 5 videos? |  |
| written at least one sentence describing what the video is about? |  |
| found any sound and included this in your investigation document? |  |
| included information from a primary source (booklet, leaflet, picture you took etc)? |  |

**Have you…….. finished the Problem?**

|  |  |
| --- | --- |
| explained what the problem is (at least 2 sentences)? |  |
| discussed how and why it is relevant to your community (where you live and school)? |  |
| Discussed how and why the problem is relevant to the world (at least 4 sentences)? |  |

**Have you …………finished the Design Specification?**

|  |  |
| --- | --- |
| typed a design brief that explains *why* the product is needed? |  |
| explained *what* the product must do? |  |
| explained *who* the product is for? |  |
| explained *where* the product will be used? |  |
| typed a list of the 5 specifications you were given by the teacher? |  |
| added 3 of your own design specifications to the list? |  |
| created a test to help you check the design specifications against the final product? |  |

**F. Attitudes in technology (6 marks)**

In this section we will monitor your attitude when working in the computer room and give you a mark depending on how you work. There are two aspects we will be looking at:

1. Personal engagement (motivation, independence, general positive attitude)
2. Attitudes towards safety, co-operation and respect for others.

**Have you tried hard to show your teacher that you have ……..**

|  |  |
| --- | --- |
| a generally positive attitude in class? |  |
| the ability to work independently? |  |
| the motivation to complete your work to the best of your ability? |  |
| the ability to co-operate with others and not argue? |  |
| respected others at all times? |  |
| worked safely in class? |  |

**Computer Technology Assessment Criteria**

Please allocate appropriate marks for the student. Circle the mark you feel suits them best and enter their marks in the table below. The stages, shaded in grey, have not been covered on this occasion and do not need to be completed. Use the Grade boundaries table to determine the student’s level. Enter the level in the section allocated on the first page of this document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 |  |
| B | Design | 6 | 0 |
| C | Plan | 6 | 0 |
| D | Create | 6 | 0 |
| E | Evaluate | 6 | 0 |
| F | Attitudes in technology | 6 |  |
| **Student Total:** | | |  |
| **Level:** | | |  |

|  |  |
| --- | --- |
| **Grade boundaries** | |
| **Level** | **Mark** |
| 7 | 11 - 12 |
| 6 | 9 – 10 |
| 5 | 7 – 8 |
| 4 | 5 – 6 |
| 3 | 3 – 4 |
| 2 | 2 |
| 1 | 0 - 1 |

**Criterion A: investigate**

Maximum 6

Investigation is an essential stage in the design cycle. Students are expected to identify the problem, develop a design brief and formulate a design specification. Students are expected to acknowledge the sources of information and document these appropriately.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **states** the problem. The student investigates the problem, **collecting** information from sources. The student lists some specifications. |
| 3–4 | The student **describes** the problem, **mentioning** its relevance. The student investigates the problem, **selecting and analysing** information from **some acknowledged** sources. The student **describes** a test to **evaluate** the product/solution against the design specification. |
| 5–6 | The student **explains** the problem, **discussing** its relevance. The student critically investigates the problem, **evaluating** information from a **broad range** of **appropriate, acknowledged** sources. The student describes **detailed** methods for appropriate testing to **evaluate** the product/solution against the design specification. |

**Design brief:** The student’s response to the challenge, showing how they intend to solve the problem they have been presented with. This will guide their investigation as they work to develop a more detailed design specification.

**Design specification:** A detailed description of the conditions, requirements and restrictions with which a design must comply. This is a precise and accurate list of facts such as conditions, dimensions, materials, process and methods that are important for the designer and for the user. All appropriate solutions will need to comply with the design specification.

**Criterion F: attitudes in technology**

Maximum 6

This criterion refers to students’ attitudes when working in technology. It focuses on an overall assessment of two aspects:

* personal engagement (motivation, independence, general positive attitude)
* attitudes towards safety, cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. |
| 3–4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. |
| 5–6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. |